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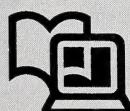
Thematic

Home Instructor's Guide and Assignment Booklet



Module 1B:
Changes

Day 10 to Day 19



**Learning
Technologies
Branch**

Alberta
EDUCATION

Grade Three Thematic
Module 1B: Changes
Home Instructor's Guide: Days 10–18 and Assignment Booklet 1B
Learning Technologies Branch
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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Module 1B: Changes

In this module the student learns about the changes that animals go through as they grow and develop. The focus is the development of science skills and knowledge.

The Home Instructor's Guide for Module 1A contains general information about the course components, additional resources, role of the home instructor, time commitment, and assessment. If you do not have access to the Home Instructor's Guide for Module 1A, contact your school or teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this module include

- classifying animals
- observing and describing the growth and development of animals
- predicting stages of growth of an animal
- identifying the food needs of animals
- developing an awareness that parental care of animals varies

Research skills continue to be developed as the student studies the life cycles of various animals. The student also learns how to observe and record observations.

Social studies outcomes include

- examining the social, cultural, and linguistic characteristics that affect quality of life in communities
- examining what traditions, celebrations, stories, and practices in communities connect the people to the past and to each other
- examining how identity is reflected in traditions, celebrations, stories, and customs in the community
- applying the research process
- making connections between cause-and-effect relationships from information gathered from varied sources

English language arts outcomes include

- reading for details
- identifying text organization
- organizing written information
- using a dictionary
- using punctuation to assist with reading and writing
- responding to literature
- exploring ideas and feelings by asking questions
- using context
- presenting oral readings with fluency
- asking questions to clarify information

Required Materials

The student will need the following items for Module 1B:

- Module 1B Student Module Booklet
- Module 1B Assignment Booklet
- a junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- *Collections: Spreading My Wings*
- lined notebook
- a three-ring notebook or a duo-tang with at least 26 lined notebook pages
- interlined notebook or interlined paper with 1 cm between lines
- photo albums, baby book, or home video of your student
- resource materials about animals
- watercolour paints
- poster paper (30 cm x 45 cm)
- a blank audiotape or CD
- tape recorder or computer with recording capability
- *Grade Three Thematic Multimedia CD*

Special Activities

Animal Observation

An important objective for this module is that the student observe the growth and development of at least one living animal. Arrange for the student to observe an animal through all the life stages. Some animals that move quickly through their life cycle are gerbils, guppies, mealworms, red wigglers, tadpoles, and butterflies. Other animals may also be suitable, but may require a longer observation period. It is best if the student can care for the animal and observe it on a daily basis. If this is impossible, make arrangements to observe the development of an animal at a pet store, farm, kennel, or school.

Butterflies are fascinating to most children. If you have an empty aquarium and some screen, you can quickly create a butterfly habitat. Butterfly cocoons and food are often available commercially at school-supply companies that carry scientific materials. You may be able to find cocoons of moths or butterflies outdoors in the fall. Check the listed resources or websites for more information about raising butterflies.

If it is not convenient or possible for your student to observe an animal now, you may postpone it until spring when tadpoles, young birds, and mammals are more readily observable. Let the teacher know if you plan to do this project at a later date.

When your student is ready to do the animal observation project, you will find an Animal Observation Journal in the Appendix of the Student Module Booklet. Remove it and have the student work through the pages and record observations. The timing between observations will depend upon the animal that was chosen. Be sure that the student makes at least one observation for each stage of development. When the student completes the Animal Observation Journal, include it with the next Assignment Booklet that you send in.

Animal Research

If you can gather a variety of fiction and non-fiction books about animals from a library, your student's experiences will be greatly enriched. Teach your student how to use the electronic catalogue or card catalogue in your local library. Search for information about mammals, reptiles, amphibians, fish, birds, and insects. The keywords *animal adaptations*, *animal life cycles*, and *animal habitats* may yield additional information. Specific animals of interest to your student can also be searched for. The student is encouraged to browse through a variety of resources as each animal group is discussed.

On Day 16 your student will choose an animal and fill out a fact sheet about the animal. The student may use non-fiction books, computer programs, Internet sites, or nature videos to research the animal that was chosen.

Field Trips

If possible, allow your student to observe live animals when completing the daily activities. You may want to visit a farm, pet store, or zoo to observe animals from various groups. Be sure to set specific tasks for your student on each visit. For example, the student can observe the physical characteristics of the animal, its habitat, its life cycle, and how it cares for its young.

Day 12: mammals

Day 13: birds

Day 14: fish

Day 15: amphibians

Day 16: reptiles

Day 17: insects

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day. For example, if a field trip is planned, a physical activity icon may not appear.

Additional Resources

Fiction: Chapter Books

Butterfly Buddies, Judy Cox

Fiction: Short Story and Picture Books

Stellaluna, Janell Cannon

Waiting for Wings, Lois Ehlert

In the Small, Small Pond, Denise Fleming

The Caterpillar and the Polliwog, Jack Kent

It's an Ant's Life: My Story of Life in the Nest, Steve Parker et al.

The Magic School Bus Hops Home: A Book About Animal Habitats, Patricia Relf et al.

A Salmon for Simon, Betty Waterton

Non-Fiction

Amphibian, Barry Clarke

The Bee, Sabrina Crewe

The Butterfly, Sabrina Crewe

The Salmon, Sabrina Crewe

The Whale, Sabrina Crewe

How Animal Babies Stay Safe, Mary Ann Fraser

Monarch Butterfly, Gail Gibbons

How Do Animals Adapt?, Bobbie Kalman

What Is a Life Cycle?, Bobbie Kalman

Animals in the Classroom, David C. Kramer

Adaptation, Steve Parker

Survival and Change, Steve Parker

Butterfly and Moth, Paul Whalley

Internet

It is recommended that you check any websites prior to your student using them. Try searching using the keywords *animal life cycle*, *animal adaptations*, *animal habitats*, or search the names of specific animals.

These sites may be available, however Internet addresses often change:

- *The Butterfly Farmer*
<http://www.butterflyfarm.co.cr/ed/index.htm>
- *Canadian Museum of Nature*
<http://www.nature.ca/notebooks/index.htm>
- *National Wildlife Federation*
<http://www.eNature.com>
- *Enchanted Learning*
<http://www.enchantedlearning.com>

- *Top 20 Biology*
<http://www.top20biology.com>
- *University of Illinois Extension*
<http://www.urbanext.uiuc.edu/insects/index.html>

Videos and CDs

A First Look at Birds, Aims Media (VHS or CD)

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 10

Learning Outcomes

The student connects prior knowledge of animals with new ideas and information to experiment with a variety of classification activities.

The day begins with the student reading a report written by a fellow grade three student. Reading for details is the language arts skill that is emphasized.

Spelling

The student will write the words in Assignment Booklet 1B, Day 10: Assignment 1. Say each word clearly, use the word in a sentence, and then repeat the word. These are the spelling words:

• cycle	• animal
• change	• page
• circle	• pencil

Handwriting

Your student begins the handwriting lessons with large arm movements and chalkboard or whiteboard work. The student makes ovals, tornadoes, and faces to practise the overstroke. In grade three the student learns the proper shape, alignment, and slant of cursive writing. Spacing words and sentences consistently on a line and page is also practised to enhance legibility.

Grouping Animals

The student uses cut-out animal cards to classify animals in various ways. Let the student experiment with his or her own classification systems, thinking of as many ways as possible to sort the animals. After the student has finished, add suggestions of your own. For example, can you classify them by shape, size, colour, number of legs, body coverings, or teeth?

After experimenting with classification, the student is introduced to the scientific ways that animals are classified. The terms *vertebrate* and *invertebrate* are introduced. Animal groups of mammals, reptiles, birds, amphibians, fish, and insects are introduced. Animals that do not fit in these categories can be placed in the “others” classification for this lesson. If your student would like to learn more about the animals in the “others” classification, encourage some independent research into their actual scientific classification.

The animal cards can be classified this way:

- vertebrates: all mammals, birds, reptiles, amphibians, and fish
- invertebrates: all insects, octopus, spider, and crab
- mammals: zebra, cat, killer whale, cow, kangaroo, and bear
- birds: owl, crow, swan, and chicken
- reptiles: snake, alligator, lizard, and turtle
- amphibians: salamander, toad, and frog
- fish: goldfish, shark, pike, and salmon
- insects: grasshopper, butterfly, caterpillar, ant, ladybug, and bee
- other: octopus, spider, and crab

The student writes the characteristics of each animal group on a chart. Allow the student to discover as many characteristics as possible before adding the ones below.

Characteristics of each group:

- mammals: usually have hair or fur, give birth to live young, feed the young with mother's milk, are warm-blooded, and usually have four limbs
Humans are included in this group.
- birds: have wings, have a feather-covered body, lay eggs, have a beak, have two legs, and are warm-blooded
- fish: live in water, use gills to breathe, may have fins, lay eggs, have a scale-covered body, and are cold-blooded
- reptiles: have scales, have a dry body cover, lay eggs on land, have lungs, and are cold-blooded
- amphibians: live part of their life in water and part of their life on land, have a moist body cover, breathe through gills at first and with lungs as adults, and are cold-blooded
- insects: have a segmented body, have three body parts, have six legs, lay eggs, and usually have wings

The student can post the chart or keep it in the Course Container to use in future lessons.

Day 11

Learning Outcomes

The student begins to gather, record, and arrange information by applying the research process. Connections between cause and effect are investigated. The classification of a variety of animals is continued.

Materials You Need Today

- photo albums, baby book, or home video of your child as an infant and growing up
- a three-ring notebook or a duo-tang with at least 26 lined pages

Growing Up

If you have a baby book or scrapbook of your child's development, spend some time reading the information together. Children are usually fascinated by facts about their development and growth. If you do not have a baby book, discuss your child's development—when he or she learned to crawl, walk, talk, and so on.

Spelling

The student creates a writing dictionary. All the spelling words are written in this booklet. Any other high-frequency words that you notice the student spelling incorrectly in writing activities should also be written in this booklet. Monitor for correct spelling and encourage the student to use the writing dictionary when writing. If you see a word spelled incorrectly in the student's written work, and you know it is in the writing dictionary, ask your student to take out the dictionary and check the word.

Provide the student with a three-ring notebook or use a duo-tang with lined sheets for the Writing Dictionary. This Writing Dictionary will be used throughout the course. You should be able to add pages easily as necessary.

Community Growth

The present community is compared to the community of the past using a T-chart. The student does not need to use complete sentences. Encourage the use of a few keywords to do the comparisons. Discuss possible reasons why each change occurred.

Day 12

Learning Outcomes

The student identifies the different ways in which texts are organized and locates answers to questions. The classification of animals and investigation of stages of growth are continued.

Materials You Need Today

- resource materials about mammals (optional)

“Brothers and Sisters”

The student is introduced to a photographic essay detailing the pros and cons of siblings. Today's reading focuses on reading for details. The student also reviews the use of punctuation marks as “traffic signs” for reading.

Spelling

The student writes the misspelled words from the Day 10 pre-test and chooses three challenge words. If you have noticed the student spelling high-frequency words incorrectly in his or her writing, choose those words for challenge words. Some words that may be useful to your student in this module are

- mammal
- amphibian
- food
- insect
- life
- adaptations
- reptile

Alternatively, words of special interest to your student may be chosen.

Mammals

The student discusses mammal babies and their growth and development. Most children are familiar with the development of mammals through family pets, farm animals, or visits to zoos.

If your student has difficulty answering the questions in this part of today's lesson, spend some time researching answers in resource books or on the Internet if you have access to a computer.

Animal Habitat

As your student studies each animal group, the types of habitat where the animals can be found are discussed. Your student may enjoy extending this activity by finding pictures of animals in magazines and sorting them by the habitat they live in.

Day 13

Learning Outcomes

The student continues to share and discuss new ideas and information. The student further investigates animal adaptations, habitats, and life cycles.

Materials You Need Today

- resource materials about birds (optional)

“Brothers and Sisters”

The student rereads the story “Brothers and Sisters” and thinks about the positive and negative effects of having a sibling. This activity prepares the student to think later in the day of the positive and negative effects of community change. The use of quotation marks is discussed.

Spelling

The student practises the spelling words and challenge words. Today's phonics exercise involves writing a journal entry telling about a celebration the student has been to. When you check this entry, be sure the student has spelled the feature words and spelling words correctly. The student should also use correct punctuation.

Community Changes

After referring to the T-chart comparison from Day 11, the student will discuss positive and negative effects of community change. Look at each comparison and discuss whether it improved your community and how it improved it. If the change was a negative one, determine why your student thinks it was a bad change.

Handwriting

The student is introduced to correct posture, hand position, and paper position for handwriting. Encourage the student to think about these positions when he or she gets ready to write. Encourage the student to stay between the solid lines. Expect the student to find this to be a challenge at this time.

The student does the movement exercises from the previous days. The exercises are completed on interlined paper to help the student refine the small-muscle control necessary to do cursive writing.

Birds

The study of animal groups continues. The life cycle and adaptations of birds are introduced. If it is possible, allow your student to observe real birds and discuss their features or characteristics. Ask what makes them different from mammals. How are they similar? If the student is unable to view live birds, resource materials or Internet sites may provide this information.

Day 14

Learning Outcomes

The lesson begins with the student connecting prior knowledge and personal experience with new ideas and information in text. Fish are the animal family investigated, and the student accesses interactive multimedia segments from the *Grade Three Thematic Multimedia* CD to organize and manipulate data. In cursive handwriting, the student practises the lowercase *a*.

Materials You Need Today

- resource materials about fish (optional)
- watercolour paints
- poster-size paper (30 cm x 45 cm)

“Our Home Is the Sea”

A young boy from Asia is introduced in this story. The story contains several words that will probably be unfamiliar to the student. The student learns how to use context to discover the meaning of unknown words. If necessary, help the student decode the new words, but do not offer definitions for them. Encourage the student to use context, read on, or reread to discover the meaning. Several questions in the Student Module Booklet guide the student through the process. If your student wants more information about any of these terms, help him or her do further research using an encyclopedia or the Internet.

The student rereads the story to discover more about the main character. The student is introduced to the idea that readers need to “read between the lines” or think about what the author implies, but doesn’t actually say, in a story. As your student becomes a more fluent reader, he or she should move beyond literal interpretation and begin to infer, interpret, and evaluate what has been read.

Spelling

The skill of alphabetizing words is reviewed. Your student may not have alphabetized to the second letter before. The student is lead through the process with one example, but be sure that he or she understands how to apply it. If necessary, do several more examples on a chalkboard or piece of paper. Choose words that begin with the same letter but have different second letters (for example, *large, little, letter*).

My Habitat Is the Sea

The student predicts which animal group lives in water only. Encourage the student to look through any reference material about fish that you have gathered or to observe live aquarium fish.

The student paints three different habitats and sorts the animal cards from Day 10 onto the habitats. Some animals may be found in more than one habitat. For example, birds and butterflies can be found in the air and on land in forests and grassland. Alligators, salamanders, toads, and frogs can be on land or in water. A swan can be on water, land, or in the air. Encourage divergent thinking to get the student to explore various possibilities.

If your student is unfamiliar with the life cycle of fish, you may need to spend some time discussing the development from egg, to young fish, to adult. A multimedia segment about the life cycle of salmon is included on the *Grade Three Thematic Multimedia CD*. You will find a specific section titled “Home Instructor Information” in the “Salmon Life Cycle” segment. Refer to the information before the student begins the activity.

In the last activity, the student uses a Venn diagram to compare two animal groups. If your student has used Venn diagrams before, he or she should be able to work independently on this activity. In the intersecting part of the circles, the student should write *warm-blooded* and *care for young*. In the part under the heading “Birds,” the student should write *covered with feathers, have wings, have two legs, have beaks, lay eggs*. In the part under the heading “Mammals,” the student should write *covered with fur or hair, babies born alive, babies drink milk, have four limbs*.

Day 15

Learning Outcomes

The student records an oral reading to demonstrate such skills as paying attention to punctuation to read accurately and fluently. Amphibians are the animal group investigated. The lowercase *o* is practised in handwriting.

Materials You Need Today

- a blank audiotape or a CD labelled with your student’s name and Module 1B: Oral Reading
- tape recorder or computer with recording capability
- resource material about amphibians (optional)
- watercolour paints and unlined paper

“Our Home Is the Sea”

The author and illustrator of the story are discussed to help the student understand and appreciate the story. When the student is ready, have the student read the story and record it. After the student has finished reading the story aloud, ask each of the following questions. Record your question and then the student’s answer.

1. What is your favourite part of this story? Why?
2. Why do you think the boy hides his report card and doesn’t want to show it to his mother?
3. Do you think the father wants the boy to become a teacher or a fisherman?
4. If you could ask the author one question about this story, what would you ask?

When the student has completed recording, place the tape or CD in the Course Container or another safe place. You will need to send it to the teacher on Day 18.

Amphibians

If you have any books or other resources about amphibians, give the student some time to view them before the lesson begins.

If possible, let the student observe live amphibians. If you are doing this module in the spring, try to find frog eggs in a pond. Let the student observe the life cycle of a frog. Set up an aquarium and provide boiled lettuce or duckweed for food for tadpoles after the eggs hatch. Pollywogs can be fed fish food or chopped cooked egg. If you are doing this module at another time of the year, encourage the student to try raising frogs in the spring.

Day 16

Learning Outcomes

The student has an opportunity to connect personal experiences with those of characters and situations in text. The animal group focus is reptiles. The lowercase *d* is practised in handwriting.

Materials You Need Today

- globe (optional)
- junior dictionary
- resource materials about an animal of your student’s choice

“Roses for Gita”

Today’s story tells about a young girl who has moved from India. You may want to locate India on a globe to help your student understand how far from home the little girl is. The student reads the story and answers questions about it. The student is then encouraged to form an opinion about the story and express it in the Assignment Booklet.

Spelling

Spelling words from Day 10 are entered in the Writing Dictionary. The student also begins to learn how to use guide words in dictionaries. You will play a game using the dictionary in this lesson.

Reptiles

The animal group reptiles is studied. The student makes predictions about animals by using his or her knowledge of animal groups. The student has the opportunity to research an animal and to complete a fact sheet about that animal in the Assignment Booklet.

Day 17

Learning Outcomes

The student explores ideas and feelings by asking questions and talking to others and by referring to characters in text. The animal group focus is insects. The lowercase *g* is practised in handwriting.

Materials You Need Today

- resource materials about insects (optional)

Getting Started

To start the day, the student looks back at the photo essay “Brothers and Sisters” and brainstorms as many words as possible that describe feelings. List the words on the chalkboard or a piece of paper as the student says them. The student will use this list as today’s reading selection is explored. Following is a list of possible words to describe feelings:

sad	mad	disappointed	nervous	thoughtful
happy	pleased	cheerful	strong	uneasy
worried	anxious	content	special	uptight
angry	afraid	comfortable	proud	well
downcast	satisfied	depressed	ashamed	lonely
excited	glad			

“Roses for Gita”

The story “Roses for Gita” is reread and the student uses clues from the story to imagine how the character is feeling. The intention is to extend the student’s appreciation of the artistry of the story.

Insects

The last animal group is examined in this lesson. The student recalls what has been learned about the characteristics of insects, and that knowledge is extended. If it is possible, allow the student to observe live or preserved insects. The life cycle of a butterfly is described, and the student is encouraged to research the life cycle of another insect.

Day 18

Learning Outcomes

The student has the opportunity to reflect on events, settings, and characters in the various texts explored in this module. The student identifies distinguishing features of two texts and shares some examples of module accomplishments. The lowercase *q* is practised in handwriting.

Materials You Need Today

- resource materials about animals (optional)

Reading

The student looks back over the selections that were read and expresses preferences. Two fiction stories are compared. Encourage the student to use the story elements (characters, plot, problem, and resolution) to compare the selections.

Spelling

Do the spelling test in the same way as you did the pre-test. Say each word, say the word in a simple sentence, and repeat the word. Give the student time to write the word before continuing. Test the student on the challenge words as well. These are the spelling words:

• cycle	• animal
• change	• page
• circle	• pencil

Sharing Your Work

The student is asked to look back over the work in this module and to choose two examples that he or she is especially proud of. Discuss why the student made those choices and arrange for the student to share the chosen examples with friends or family members.

Assist your student with completing the Student Learning Log at the end of the Assignment Booklet. Complete the Home Instructor's Comments. Use the Items to Submit list to gather all the required work and send it to the teacher.

Suggested Responses

Answers do not have to be in complete sentences.

Day 10

1. page 21
2. his mom
3. adventures
4. collecting things
5. marbles, rocks, tools, stuffed animals, hockey cards, pogs, hats
6. peewee, normal, grandfather, King Kong
7. by colour, cat's eye or solid, shiny or dull, glass or metal, etc.
8. Answers will vary. Accept any reasonable classification. The student may classify by tool type (for example, hammers, pliers, saws). Another way the student could classify is by manner of usage (for example, tools that are used to cut, tools that are used to pound, and tools that are used to grip).
9. Answers will vary. Accept any reasonable classification. The student may use the following classifications: colour, size, shiny or dull, hard or soft, rough or smooth.
10. The letters are joined together, they are formed differently from printed letters, and the pencil isn't picked up from the paper between letters.
11. Answers will vary. Accept any reasonable classification.
12. Answers will vary. Accept any reasonable classification that is different from the first one.
13. any mammal, bird, reptile, amphibian, or fish
14. any insect, spider, shellfish, octopus, or jellyfish

Day 11

1. Answers will vary. The student should describe himself or herself as an infant. Words like "smaller, not much hair, big head, and small body" may come out.
2. Accept any reasonable answers. Newborn infants can cry, drink milk from their mothers or a bottle, move arms and legs, hear, and see (but not clearly).
3. mother's milk or formula
4. Answers will vary. The student should describe himself or herself as a toddler. Words like "getting bigger, more hair, stronger arms and legs" may come out.
5. Accept any reasonable answers. Toddlers can say a few words, eat pureed foods, and crawl or walk.

6. The student may say *soft food*. By this age, many toddlers are eating most foods partially pureed or cut into small pieces.
7. Answers will vary depending upon your student's development. Accept reasonable answers.

Possible answers: three years old – run, ride a tricycle, eat everything, talk in sentences

five years old – skip, ride a bicycle, tell stories

seven years old – read, write, play soccer

8. alphabetical

Phonics				Page 17
1. cement	2. gym	3. candy	4. guess	
5. price	6. page	7. corn	8. game	
9. balloon	10. cement	11. dragon		*Note: There is an error on page 17 in the Phonics book. The heading for the third column should read "Hard c." This answer key follows the correction.
12. lizard	13. ruler	14. seven		
15. parrot	16. zipper	17. radio		
18. balloon	19. cement	20. dragon		
21. leaf	22. lizard	23. ruler		
24. seven	25. parrot	26. zipper		

9. Yes, the student's community will have changed.
10. The answer will depend upon what was discovered about your community.

Day 12

1. page 22
2. It is called a photo essay because the author took photos of the children and wrote about what they said.
3. Tori's mom is going to have a baby.
4. distracting her sister
5. You always have someone to play with and you can trick people.
6. thinks Trey is a pest
7. Brothers and sisters are best friends when they grow up or brothers and sisters help each other a lot.

8. period .
comma ,
exclamation mark !
apostrophe '
question mark ?
quotation marks " "

9. Yes, because the student didn't know where one thought finished and the next began.

10. The boy.
 A brother is someone who helps you.
 Her name is!
 That toy belongs to my baby sister.
 Is that your brother?
 Can your sister?

11. Answers may vary depending upon which words the student spelled incorrectly in the pre-test and which words were chosen as challenge words. Words from the spelling list that contain a soft g or a soft c are *cycle*, *page*, *circle*, and *pencil*.

12. Answers may vary depending upon which words the student spelled incorrectly in the pre-test and which words were chosen as challenge words. Words from the spelling list that end in silent vowels are *cycle*, *change*, *page*, and *circle*.

13. Your student has probably observed babies suckling, mothers licking the babies to clean them, mothers bringing food to the babies, or mothers carrying babies.

14. Dolphins and whales, like other mammals, feed their babies milk.

15. Accept any farm animals or pets. Tame mammals might include horses, cows, llamas, pigs, cats, dogs, donkeys, sheep, goats, rabbits, hamsters, guinea pigs, hedgehogs, and so on.

16. **dolphin** ocean **deer** forest
moose forest **wolf** forest
killer whale ocean **fox** forest
polar bear Arctic **seal** ocean/Arctic

17. Answers will vary depending upon which animals the student is familiar with. Accept all reasonable answers.

jungle: monkey, lion, tiger, jaguar, leopard, orangutan, ape, bat, bush pig, tiger, mongoose, sloth, chimpanzee, elephant

desert: camel, horse, goat, fennec fox, rat, rabbit, armadillo, bat

grassland: antelope, buffalo, deer, weasel, prairie dog, hedgehog, giraffe, hippopotamus, rhinoceros, lion, cheetah, zebra

pond: beaver, otter, muskrat, water buffalo, hippopotamus

Day 13

1. Good Things

- have fun together
- older child becomes a good helper
- twins can trick people
- play special games together
- good to have fun with
- learn to share, learn to share parents
- can take younger children to kindergarten
- can cuddle babies
- can hold babies
- be another mom
- share secrets
- can be a best friend
- can help each other

Bad Things

- mom is busy with baby
- get tired of hearing that baby is cute
- can be an enemy
- sister wants to play but doesn't follow rules
- older sibling can do everything better
- older sibling thinks younger is a pest
- older sibling gets to go everywhere and do everything
- child has to play by himself
- sister gets into trouble
- get mad at each other

2. more good things

3. Answers will vary depending upon the family situation. Accept reasonable answers.

4. The student should say yes.

5. that someone is speaking or the exact words someone said

6. The sentence should have a red circle around the comma, blue circles around the quotation marks, and orange circles around the periods.

Phonics

Page 18

When you check this entry, be sure the student has spelled the feature words and spelling words correctly. The student should also use correct punctuation.

7. floor

8. feathers

9. two legs and two wings

10. fly

Day 14

1. 16
2. Your student is making a prediction. Either Canada or another country is acceptable.
3. The story takes place in another country.
4. The answer will depend upon the student's original prediction.
5. Any two of the following words may have been chosen: *amahs, ginkgo, sampan, congee*. There may have been other unfamiliar words in the story too. Accept any reasonable answer.
6. Answers will vary. The student may have asked you, looked in a dictionary, or read on.
7. The student may have said that Amahs are baby-sitters, nannies, or grandmothers.
8. From the picture the student should be able to tell that it is a tree with a large trunk and leaves.
9. A sampan is a type of small boat.
10. The student should realize that congee is a type of food.
11. no
12. on a tram, on foot, and by sampan
13. no
14. He wishes he had feathers.
15. in a sampan
16. a fisherman
17. The boy and his father are probably thinking that the mother is wrong and that he will become a fisherman like his dad and grandfather.
18. yes
19. animal, better, change, circle, cycle, full
20. fish
21. scales
22. cold-blooded
23. Fish have gills to breathe under the water. They also have fins and a strong tail to help them swim.
24. Some examples are birds and butterflies, which can be placed in the air and on land in forests, grasslands, and deserts. Alligators, salamanders, toads, and frogs can be on land and in water. A swan can be on water, on land, or in the air. There are other possibilities. Accept any other reasonable placements.

25. no
26. Large numbers of them are born; however, many don't survive. Sometimes they stay together in schools. Some are camouflaged by their colouring. The mothers lay the eggs close to where food can be found.

Comparing Animal Groups

similarities: The student may have said that mammals and birds are both warm-blooded; they both have a body covering to keep them warm. They both have four limbs. They both care for their babies.

differences: Birds have wings; mammals have arms or legs. Birds have feathers; mammals have fur or hair. Birds lay eggs; mammal babies are born alive. Birds have beaks.

Venn Diagram

The information from the T-chart should be transferred on to the Venn diagram.

Day 15

1. Riki Levinson
2. covers and insides for books
3. Dennis Luzak
4. oil paints
5. Answers may vary. The student may say the illustrator used warm colours, dull colours, or subdued colours. Accept reasonable answers.
6. Answers may vary. The student may say the colours make him feel warm, hot, happy, or quiet. Accept reasonable answers.
7. blues, greens, and purples
8. Answers may vary. The student may say *cool*, *cold*, *sad*, or *calm*. Accept any reasonable answers.
9. Answers may vary depending upon the student's knowledge of amphibians.
10. moist skin
11. cold-blooded
12. ponds, rain forests
13. 4
14. The tadpole's shape changes, and it grows legs and lungs. The tail disappears. It learns to breathe air.
15. The adult female has to lay the eggs in the water.

16. Answers may vary depending upon your student's knowledge of frogs. Accept any reasonable answers. Answer may include sticky tongues to catch food, sticky foot pads to climb trees, webbed feet to help swim, croaking voice to call mates, strong leg muscles to jump quickly, and skin that provides camouflage with surroundings.

Day 16

1. Gita is making wind chimes.
2. She wanted to make music for the garden.
3. Naniji is Gita's grandmother.
4. Gita's grandmother lives in India.
5. Answers will vary. The student may say because she likes flowers, because it will remind her of Naniji, or because it will remind her of India.
6. Mommy is always busy with her university work.
7. She imagined she was in Naniji's garden.
8. She misses her grandmother.
9. Answers will vary. At first Gita is afraid of him because he tells her to get away and calls her a boy. Later they become friends because Gita is kind to him.
10. Gita gave Mr. Flinch the wind chimes and hung them up for him.
11. Answers will vary depending upon the dictionary. Check the dictionary your student uses for the first guide words. (In the *Gage Canadian Junior Dictionary* the guide words on the first A page are *a* and *able*.)
12. Answers will vary depending upon the dictionary. Check the dictionary your student uses for words that come between the guide words.
13. yes
14. no
15. snake, turtle, lizard, alligator
16. scales on body covering, cold-blooded, dry body cover, lay eggs on land, and have lungs
17. 3
18. The student should show three stages: egg, baby snake, and adult snake.
19. Reptiles have three stages, not four. Reptiles do not go through metamorphosis.
20. Reptiles have different body coverings from amphibians. They lay their eggs on land. They have lungs even when they are babies.

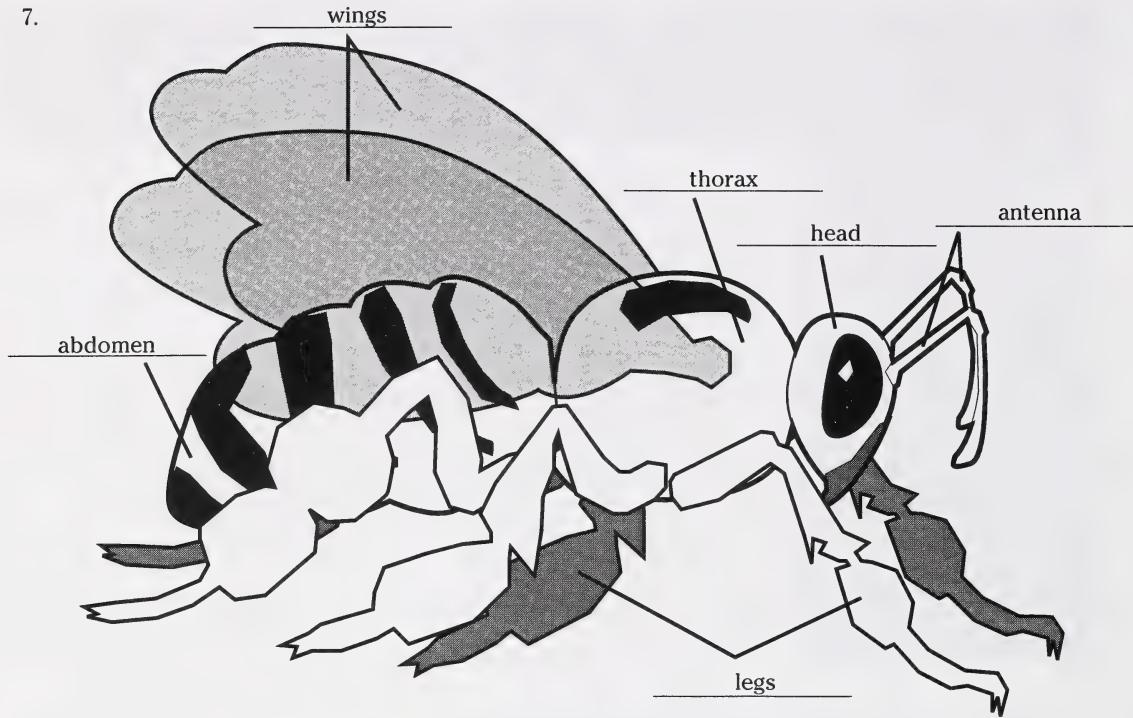
21.

Animal	Animal Group	Warm- or Cold-Blooded	Body Covering	Vertebrate or Invertebrate	Eggs or Born Alive	Care of Young
raccoon	mammal	warm-blooded	fur	vertebrate	born alive	yes
eagle	bird	warm-blooded	feathers	vertebrate	eggs	yes
shark	fish	cold-blooded	scales	vertebrate	eggs	no
turtle	reptile	cold-blooded	scales (on shell) and skin	vertebrate	eggs	no
newt	amphibian	cold-blooded	moist skin	vertebrate	eggs	no

Day 17

- Answers will vary depending upon the student's interpretation. The student may say *worried, upset, neglected, sad, impatient, or unhappy*.
- Answers will vary depending upon the student's interpretation. The student may say *scared, frightened, alarmed, startled, anxious, upset, or panicky*.
- Answers will vary depending upon the student's interpretation. The student may say *angry, mad, irritated, irate, cross, or annoyed*.
- Answers may include three body parts, six legs, invertebrate, exoskeleton or hard shell, wings, and lay eggs.
- Answers will vary. Answers may include grasshoppers, crickets, ladybugs, beetles, mosquitoes, flies, spit bugs, bees, wasps, butterflies, and moths. Accept any answer that is an insect. Do not accept spider, since they belong to the arachnid group.
- invertebrate

7.



8. Insects have six legs.
9. Accept any stinging insect. Wasps, bees, earwigs, scorpions, and some ants sting.
10. Legs help the larva find food.
11. The shell or webbing helps protect the insect.
12. Wings help it find nectar or food.
13. The life cycle should show the four stages of growth: egg, larva, pupa, and adult.

Day 18

1. The student should choose two of the four fiction stories.
2. The student may compare ways the characters, settings, plots, problems, and resolutions were alike. Other comparisons are also acceptable. Answers will vary depending upon which stories were chosen. The student may write things, such as “The main characters in both stories were girls” or “Gita and Ivan both moved to a new place.”
3. The student may compare ways the characters, settings, plots, problems, and resolutions were different. Other comparisons are also acceptable. Answers will vary depending upon which stories were chosen. The student may write things such as “The main character was a boy in ‘Our Home Is the Sea’ and a girl in ‘Home Early’” or “Ivan’s problem was that he had no friends, and Emma’s problem was that her dad lost his job.”
4. Answers will vary. The student is expressing a preference.

5.

Stage	Food	Habitat
egg	no food necessary	water or pond
tadpole	plants	water or pond
pollywog	insects and insect larvae	water or pond and land
adult frog	insects	water and land or pond and land

6. The frog lives only in the water at first, but after it develops lungs it can go on the land. At first it eats only plants, but as it grows it begins to eat insects. Both the habitat and the food change as the frog grows.
7. The student should circle one animal.
8. The student should write what the food and habitat needs are for the baby animal that was chosen.

kitten: milk from the mother; shelter from the cold and wet, usually a house, outdoor shed, barn, or other shelter

chick: feed made of ground grain or free range for seeds and insects to eat, water to drink; shelter from the cold and wet and predators, usually a shed or chicken house

caterpillar: leaves or plants to eat; a jar or aquarium to keep the caterpillar

frog eggs: nothing to eat; fresh pond water in an aquarium or other container

goldfish: fish food; an aquarium

9. The student should write what the food and habitat needs are for the adult animal that was chosen.

cat: meat or cat food, water to drink; shelter from the cold and wet, usually a house, outdoor shed, barn, or other shelter

chicken: feed made of ground grain or free range for seeds and insects to eat, water to drink; shelter from the cold and wet and predators, usually a shed or chicken house

butterfly: nectar from flowers or sugar water on a sponge; aquarium with a lid or a screened habitat

frog: fish food or insects to eat; an aquarium or other container with fresh pond water and rocks or sand to crawl up on

goldfish: fish food; an aquarium

10. The needs for kittens, caterpillars, and frogs change. The needs for chicks and goldfish do not.
11. The student should explain other ways that the animals will have to be cared for, such as cleaning the cage, aquarium, or enclosure; providing a litter box for kittens; changing pond water often for tadpoles and frogs.
12. no

ASSIGNMENT BOOKLET 1B

Grade Three Thematic
Module 1B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name
Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Grade Three

Thematic

Assignment Booklet



**Module 1B:
Changes**

Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

Your Grade	
Assignment 1	
Assignment 2	
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Assignment 12	
Assignment 13	
Assignment 14	

Teacher's Comments

Grade Three Thematic Module 1B: Changes
Assignment Booklet 1B
Learning Technologies Branch

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The Learning Technologies Branch
acknowledges with appreciation
the Alberta Distance Learning
Centre and Pembina Hills Regional
Division No. 7 for their review of
this Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Assignment 1**Spelling Pre-test**

Write each word as your home instructor says it.

Assignment 2

Community Changes

1. One change I noticed in my community is

I think the cause of that change was

2. Another change I noticed in my community is

I think the cause of that change was

Assignment 2 continued

3. Draw pictures to show how travel has changed.

Long Ago

Now

Assignment 3

Community Changes

1. One change I think was good is

That change made my community better because

2. One change I didn't think was good is

That change didn't make my community better because

Assignment 4 Bird Adaptations

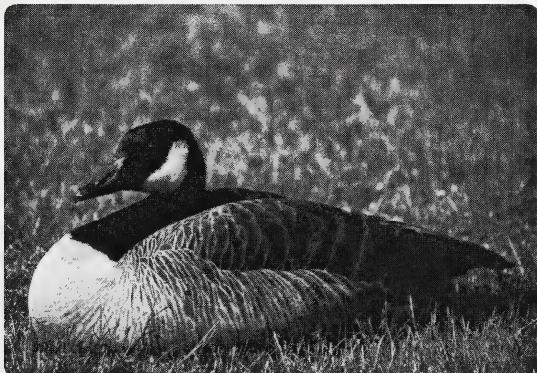
Look at the beak of each bird below. Predict which bird does each of the following things.

The _____ catches and kills small animals.

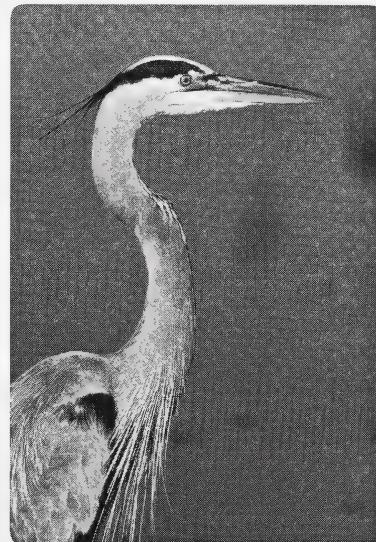
The _____ dips its beak into the water to catch fish.

The _____ strains water for plants.

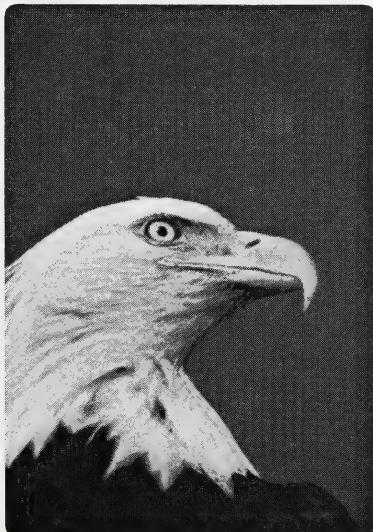
The _____ cracks seeds and eats them.



Canada goose



heron



eagle



grosbeak

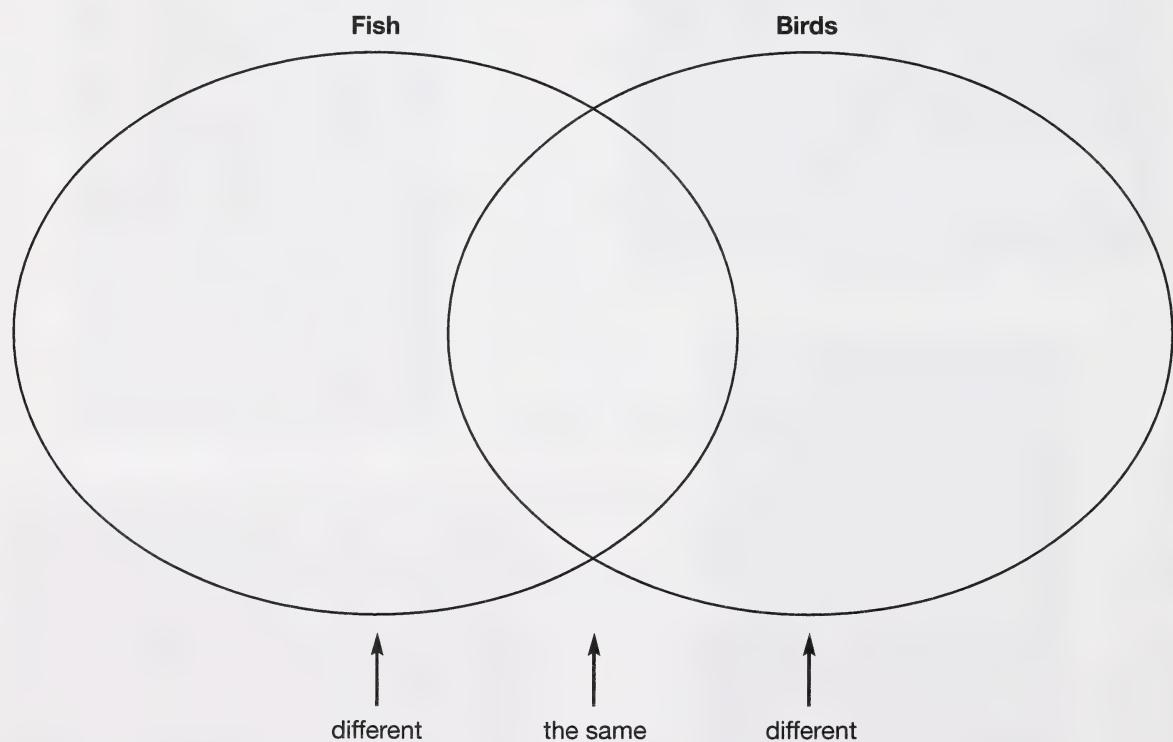
Assignment 5

Venn Diagram

Write as many characteristics of birds as you can.

Write as many characteristics of fish as you can.

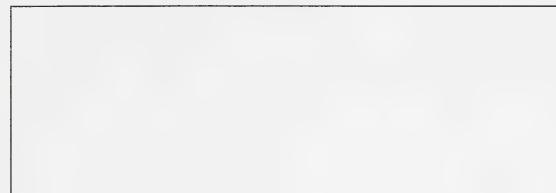
Use the Venn diagram to sort and compare these characteristics.



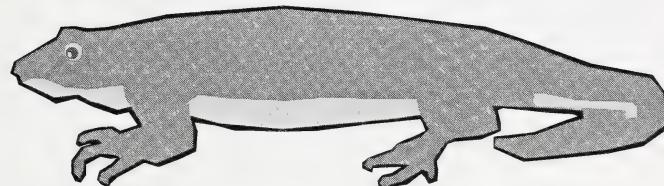
Assignment 6

Life Cycle of a Salamander

Salamanders are also amphibians. Look at the following diagram of the life cycle of the salamander. One stage is missing. Draw the missing stage.







Label the stages. Write **egg**, **tadpole**, **pollywog**, and **adult salamander** under the correct pictures.

Assignment 7

My Opinion

1. Did you like the story “Roses for Gita”? _____

Answer the following questions in complete sentences.

2. Explain why you liked or disliked the story.

3. What part of the story was your favourite? Tell why.

Assignment 8 Handwriting

Complete each line.

r r

o o

a a

r r

o o

o o

Assignment 9

Fact Table

My animal is _____.

It belongs to the animal group called _____.

Drawing of Animal	Characteristics	Food (for adult and young)
Habitat	Adaptations	Life Cycle

Assignment 10 Actions and Feelings

Read the action Gita took and tell how you think she is feeling. You may need to reread that part of the story.

Gita's Action	How Gita Is Feeling
The roses blurred and she had to wipe her eyes against her sleeve. (page 31)	
She put the wind chimes into Mr. Flinch's mailbox. (page 31)	
She swallowed the lump in her throat. (page 31)	
Gita's heart thumped. (page 32)	
Gita told Mr. Flinch that she would hang the wind chimes for him. (page 33)	
Gita stared at Mr. Flinch after he gave her the bunch of roses. (page 34)	

Assignment 11

Handwriting

Complete each line.

r r

d d

d d

r r

o o

g g

Assignment 12

Spelling Test

Write each word as your home instructor says it.

Assignment 13 Handwriting

Write two lines of each letter. Circle your best letter in each row.

a a

o o

d d

g g

q q

Assignment 14

Comparing Animal Growth

1. Write the missing information on the chart.

Animal	Animal Group	Number of Life Cycle Stages	Metamorphosis?	Eggs or Born Alive?
Butterfly				
Alligator		3		
Dog				
Goldfish			no	
Salamander				eggs
Chicken	bird			

Assignment 14 continued

Use the chart to help you answer the questions.

2. Which animal groups go through metamorphosis?

3. Which animal groups have three stages in their life cycle?

4. Which animal groups have four stages in their life cycle?

5. Compare a butterfly to a chicken. How are they alike? How are they different?

6. Compare a dog to an alligator. How are they alike? How are they different?

Module 1B

Student Learning Log

Put a check mark beside the things you can do.

- I can use punctuation marks to help me read aloud with expression.
- I can put words in alphabetical order.
- I can put animals into groups.
- I can predict stages of growth in animals.
- I can recognize adaptations of animals.

Student's Comments

What did you choose to share with your family?

Why did you choose those work examples?

Module 1B

Home Instructor's Comments

Check **yes** or **not yet** for each item.

The student is able to

- locate and organize research information yes not yet
- read to find details yes not yet
- form the letters *a, o, d, g, and q* in cursive writing yes not yet
- observe and describe animal characteristics yes not yet
- classify animals by characteristics yes not yet
- describe adaptations of animals yes not yet
- predict the next stages in the life cycles of animals yes not yet

Additional Comments

What plans have you and your student made for the animal observation project? Discuss what animal your student plans to observe and when this project will be completed and sent in if you are not sending it in at this time.

Module 1B

Items to Submit

Check each item as you include it for mailing to the teacher.

- Day 10:** My Community in the Past report
- Day 15:** recording of oral reading and oral questions
- Day 17:** pages 21 and 22 from *Modern Curriculum Press Phonics: Level C*
- Day 18:** Animal Observation, if complete
- Day 18:** Assignment Booklet 1B

